

Panama Central School District Technology Plan



July 2015- June 2018

Panama Central School District
41 North St.
Panama, NY 14767
Mrs. Brynne J. Hinsdale
Director of Technology
p. (716) 782 4456
bhinsdale@pancent.org

Table of Contents

Introductory Material

District Mission Statement & Introduction	3
Acknowledgments	4
Vision & Goals	5

I. Curriculum

A. Curriculum Integration	6
B. Student Achievement	7
C. Technology Delivery	8
D. Parental Communications & Community Relations	8

II. Professional Development

E. Professional Development	9
-----------------------------	---

III. Infrastructure, Hardware, Technical Support & Software

F. Infrastructure Needs/Specifications/Design	10-11
---	-------

IV. Monitoring & Evaluation

G. Evaluation	17-19
---------------	-------

District Mission Statement

Where we work, learn and grow together through shared effort and support.

Introduction

Panama Central School District is housed in one building on the campus located in Panama, New York. The on-going goal of the Panama Central School District is for our students to be technology literate in preparation for graduation.

Panama's district administrative staff consists of a Shared Superintendent, Shared Director of Instruction, Shared School Business Executive, and a Shared Director of Technology. Building level administrative staff include a PK-6 Principal and a 7-12 Principal. Panama Central School employs approximately 70 instructional staff, which includes teachers, teacher assistants and aides, one school counselor and a School Psychologist.

The purpose of this technology plan is to provide our staff and community with information regarding the district technology plans and priorities as determined by the PCS CDEP Committee. The contents are intended to be a working document for teachers, grade levels, departments, teams and committees, as curriculum is planned and designed to enable students to achieve the outlined technology objectives. The use of technology by students and staff for instructional and management applications will be a key to enabling the District to realize its vision and ensure that students achieve the New York State Learning and Assessment Standards.

The Panama Central School District, striving to provide the best educational climate for its students, believes that instructional technology is a cornerstone of an effective school that meets the needs of the students for the future. Technology is not only a product of our culture; it also shapes the culture that created it. Studies have shown that technology makes instruction more student-centered, encourages cooperative learning and stimulates increased student/teacher interaction. The majority of classrooms at Panama are equipped with current technology, including projectors and some have interactive whiteboards as well. Administration, teachers and students are utilizing current workstations in all areas of the building. Panama also participates in Distance Learning, including hosting courses, as well as receiving them.

It is simply not feasible for teachers to know or teach everything a student needs to know to succeed in life. We must teach an information-based inquiry process which meets the demands of this new age. This is a new challenge for the world's most important profession. To this end, we believe that technology exists as a very powerful, essential tool in the education process for both students and staff. Technology is not a separate curriculum, but an appropriate part of every curriculum at every level of instruction. In order to make this a reality, Panama staff is very active in technology professional development of all types. The majority of this training is provided through CSLO/Model Schools from Erie 1 BOCES.

This plan will provide the blueprint for incorporating instructional technology into the overall district educational plan.

Acknowledgments/Stakeholders

This plan and the vision needed to create a viable technology blueprint for Panama Central School District is the product of the Panama Central School District Comprehensive District Education Plan Committee members.

The CDEP Committee is comprised of the following:

Stephanie Lackie	7-12 Principal
Fran Frey	PK-6 Principal & CSE Chair
Emily Harvey	Director of Instruction
Brynne Hinsdale	Director of Technology
Chad Wakeley	Secondary Social Studies Teacher
Patricia Lundquist	Librarian
Danielle Cook	School Psychologist
Bert Lictus	Superintendent of Schools
Ashley Stevens	Parent
Lisa Minton	Kindergarten Teacher
Pam Warner	Middle School Teacher

Vision & Goals

District Technology Vision Statement

The vision of Panama Central School District is to empower the students, staff and community to become highly effective in a technological world. Utilizing technology will enhance academic growth, expand curriculum and enable the students to become lifelong learners.

Goals for Technology Use:

- 1- Increase State and Regents test scores with the usage of computer-based interventions.
- 2- Ensure that the district has the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.
- 3- Professional Development for the success of all learners. Continue to integrate PD within all content areas and grade levels. Continue to provide ongoing PD due to the simultaneous learning of how to use technology, the integration of technology in instruction, and the continual development of new and improved technologies and practices.
- 4- Assist students with special needs through the use of technology.
- 5- Continue to provide technology leaders (both curricular and technical) in our district.

Curriculum

A. Curriculum Integration

Goals & Strategies:

1. Utilize a mastery-type computer intervention program (I-Ready) at the elementary level for the purpose of implementing Response to Intervention (RtI), which includes diagnostic screening, progress monitoring, and skills-based intervention.
2. Teachers in High School Social Studies will use and employ technology applications to facilitate student learning and prepare students for Regents exams.
3. Continue our Distance Learning commitment. We will work to provide our students opportunities to network with teachers and students across the state. We hope to increase the number of college credits available to the high school students via Distance Learning.
4. Continue to move toward a technology rich or 1:1 computing environment that provides all teachers and students with the tools and access to information they need to excel academically.
5. Investigate and encourage paperless classrooms in all grade levels.
6. Introduce and increase the technological tools, including interactive whiteboards and iPads, available to Secondary Mathematics classrooms.
7. Offer faculty and staff targeted professional development around New York State Common Core Learning Standards and opportunities for technology integration.

Identification & Promotion:

We will continue to use CSLO through Erie 1 BOCES and the Erie 2 Model Schools service, technology conferences and consortiums, and technology publications to help identify new strategies for increasing our student's technology literacy. As new instructional technology resources emerge, they will be presented to faculty via staff meetings, in-service days or email.

B. Student Achievement

Teachers will be consistently encouraged to include technology in their curriculum work. Because technology is essential in satisfying New York State Common Core Learning Standards, it is necessary to integrate technology and the available tools in all curriculum areas.

We will integrate the ISTE standards for students, teachers and administrators developed by the International Society for Technology in Education (ISTE). The ISTE web site is <http://www.iste.org>

By incorporating the ISTE standards and the ISTE performance indicators for student learning,

we will start bridging the curriculum – technology gap. Teachers will be encouraged to incorporate the following ISTE standards for technology literate students.

The following are the general ISTE standards and the ways they are being implemented:

1.Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology. Students create projects in various subjects using laptops and the Prezi, iMovie, ect. The end project demonstrates their knowledge about a particular subject.

2.Communication and Collaboration: Students use digital media and environment to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Teachers will offer the use of online systems for communication and collaboration, such as Google Classroom.

3.Research and Information Fluency: Students apply digital tools to gather, evaluate and use information. Students make use of Internet databases subscribed to by the district for research throughout all grades and content areas.

4.Critical Thinking, Problem Solving, and Decision Making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.

5.Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Internet Safety, plagiarism awareness, & cyber bullying are integrated into all content areas throughout all grade levels. Responsible Online behavior is promoted at all grade levels.

6.Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems, and operations. Beginning in Kindergarten, students are introduced to: basic computer components and operations, keyboarding skills, troubleshooting and using online resources. In middle school, students progress to studying basic graphic design, spreadsheet and database design and analysis. At the high school level, students study advanced graphic design, digital photography and advanced video editing.

Action Plan

The success of curriculum integration will be assessed yearly in the following manners:

- Administrators will make note of technological integration during instructional observations
- Administrators and peer review of technology integration into teacher’s curriculum.
- Teacher self evaluation as part as annual performance review

We will use the above strategies to continuously evaluate our progress with an eye toward adjusting our vision.

C. Technology Delivery

We will work to increase our distance learning courses and offerings.

We will also continue to work with teachers in our building to schedule video conferences with other districts or organizations to enhance our students' view of the world. We will provide a list of virtual field trips to teachers to help them know what is available to them.

We will continue to offer college courses to high school students with local teachers as well as through the use of our Distance Learning technology.

We also continue to explore and investigate a 1:1 program for all students.

D. Parental Communications & Community Relations

The technology plan will be uploaded to our school website. A hard copy will also be available at a community member's request. The website is maintained on a daily basis and includes upcoming events, news and other information. Staff members are continually working to include more items on the webpage that will help parents and community members. We will also continue to work to create a greater Panama Central School presence on social media.

The district also offers a Parent & Student Portal through our student management system, PowerSchool. This portal assigns parents a username and password and they are able to login to see their children's schedules, progress reports, report cards, assignments, cafeteria account balance and attendance. Parents have found this system extremely accessible and easy to use.

Panama also subscribes to OneCall Now, which is a rapid calling system. We use this system to communicate with parents for emergency situations, such as school closings, as well as reminders of school events.

The district produces a community newsletter monthly throughout the school year. Each newsletter is full of student activities and information about what the students are learning in their classrooms during the school day.

II: Professional Development Strategy

E. Professional Development

The Panama Central School District believes that instructional technology resources can only be fully utilized by teachers that have competency in using the technology. With the current changes to the New York State Common Core standards, it has become increasingly difficult for teachers and administrators to incorporate the technology the new standards require without sufficient professional development.

Professional development is accomplished by at least 3 different avenues. In-house training sessions will be taught by coworkers or outside trainers, teachers will attend CSLO & Model Schools workshops throughout the year and the Director of Technology will provide just-in-time, one-on-one training that is designed for specific needs of teachers. Often, the just-in-time training may be a follow up to a more formal training session in which the teacher participated. Other trainings may be offered through various agencies if necessary. Teachers will be made aware of all opportunities for trainings through the Director of Technology, Director of Instruction and/or their building principals.

All levels of district users are targeted by the current training offered by the school district. Staff members are continually encouraged and supported to learn more about technology and how to better integrate it into their lessons.

CSLO (Common Set of Learning Objectives) Workshops

Participation in the CSLO Service through the WNYRIC (Western New York Regional Information Center) provides Panama with four in-service days each year. Panama has joined with a neighboring district in our area to share a staff development days to maximize the CSLO workshops. This sharing agreement can provide multiple workshops with varying topics and gives Panama Central School up to 12 teacher-days of technology in-service. CSLO is instrumental in helping our teachers integrate technology into their curriculum through developing learning experiences. As part of the 3 day regional trainings offered by CSLO, teachers are required to collaborate with teachers from other districts.

Model Schools Workshops (Coser 566)

Panama currently also participates in the Erie 2 Model Schools Coser. This service is designed to provide access and training to both hardware and software that support student learning. The Erie 2 IEST (Integrated Education Service Team) is able to design and implement customized trainings for teachers to utilize technology tools in their classrooms.

Panama In-House Courses

The in-service courses may be applied towards the hours required for staff development. Some of the different courses offered include courses on PowerSchool, i-Ready, integrating iPads 1:1 & Internet Use.

III: Infrastructure, Hardware, Technical Support, & Software

F. Network & Equipment Status

At present, Panama Central School has a Gigabit connection to the Western New York Regional Information Center (WNYRIC). There are over 350 PC and Mac computers with Internet access in the building. We have 7 servers online to meet our current needs:

Windows 2008 server for the Destiny Library software

2 Mac OS servers for data storage for staff and students & Alexandria Library system

Windows 2012 for the Active Directory Domain

Windows 2008 server for the WebSmartt (cafeteria management system) & SNAP (Health Office Software)

Windows 2008 server hosting PowerSchool

Windows 2003 server hosting the wireless management software

The entire campus of Panama Central School is wireless. There are approximately 45 wireless access points.

Each classroom and office has a VOIP telephone for internal and external use

Each administrator, secretary and teacher are assigned a Mac computer, either laptop or desktop. Students have the use of 10 computer labs, both mobile and room contained.

Long Term Plan for Equipment & Networking Needs

Of the district's computers, approximately 90% of them are no more than 5 years old. Each year the oldest machines are replaced with newer computers based on the current rotation plan. Sometimes this is based on the user's need for their computer and what type of capacity they need. Due to the increased iPad usage, we will also follow a replacement plan for those devices as well.

Students will be assigned an iPad through a 1:1 iPad rollout over the next 3 years. Teachers will received professional development in order to become adept at including the devices in their classrooms.

Network switches will continue to be replaced during the next three years using Smart Schools Funding. Currently all network switches are gigabit, however, some of the equipment currently being used was received from another school district during their replacement plan and should be updated to the latest networking technology available.

The wireless access system must also be replaced and expanded to include wireless access points in each classroom due to the expanded 1:1 program. We will investigate the availability of Priority 2 E-rate funds and building project monies to help fund the

replacement as well as apply for the SMART Schools funding.

We will continue to evaluate and add new software packages as needed and Apple apps that relate to our curriculum at all grade levels.

Technical support

The district employs a Shared Director of Technology and one Technology Assistant.

IV. Monitoring and Evaluation

G. Evaluation

The technology plan goals will be reviewed bi-annually by the CDEP. Goals that are not attained will be reevaluated for relevance. If the goal is deemed valid, a plan of action will be created to ensure attainment. Goals that have been achieved will also be reviewed and appropriately expanded. The Board of Education will be briefed on the status of the Technology Plan and the District's technical status annually, at a mid-year meeting.

The action plan on the following pages outlines how we will evaluate whether we have met each goal listed for in this plan.

Action Plan					
Goal 1: Increase State and Regents test scores with the usage of computer-based interventions.					
Actions needed to achieve goal	Staff Development	Person(s) Responsible	Date each action will be completed	Indication of Success	
Include technology component in curriculum to improve students' technology literacy	Curriculum Integration	All teachers, administration & Directors	Ongoing	The results of the Middle School technology literacy assessment	
	New Curriculum			Improved technology literacy of staff	
Use of computer based adaptive assessments to obtain student performance levels	Technology literacy		Ongoing as needed		Increased proficiency on State test for all students in math & ELA
	Specific training on computer based assessments				
Goal 2: Ensure that the district has the capacity, infrastructure, staffing, and equipment to meet academic and business needs for effective and efficient operations.					
Employ appropriate number of technical staff as need to provide quality support	Attend technology workshops for ITS to remain current of emerging technology	Superintendent Director of Technology & Technical Support Staff	As availability allows	Bi-annual supervisor evaluations	
Monies placed in the local budget from State Aid funding	N/A	Director of Technology Superintendent Business Official Board of Education	Board of Education's acceptance of Annual Budget (April of each year)	The existence of money in A2630.200, A2630.220, A2630.460 of the local budget	
Monies placed in BOCES budget for various technology projects				The existence of money in 550.839 of the BOCES budget	
Implement comprehensive equipment rotation plan for all equipment			Director of Technology & Technical Staff	Annually	No equipment older than 5 years that has not be upgraded exists in the teaching, learning and business areas of the district
Goal 3: Professional Development for the success of all learners. Continue to integrate PD within all content areas and grade levels. Continue to provide ongoing PD due to the simultaneous learning of how to use technology, the integration of technology in instruction, and the continual development of new and improved technologies and practices.					
Provide staff in-service training	N/A	In-service Coordinator	Superintendent Conference Days (August - June)	90% staff participation at in-service training	

Participate in the CSLO service & Model School Coser from BOCES.	Notify staff of CSLO & Model School class and opportunities	Director of Technology	Independent-throughout the school year (August - June)	90% of faculty PDP's incorporate technology workshops
Exposure to technology use in other districts	Teachers attend staff development days and forums from teachers in component districts	Building Administrators & Directors	Ongoing	85% of teachers attending out of district workshops will have implemented at least one technology tool in their classroom
Goal 4: Assist students with special needs through the use of technology.				
Provide adaptive technology	Train appropriate staff in use of adaptive technology	Special Ed Teachers & Director of Special Ed Director of Technology	As stated in student's IEP	100% Special Ed student accommodation
Partner with the local BOCES to perform PD with special education teachers regarding proper adaptive technology on an as needed basis.			When presented with a student who requires different adaptive technology than used in the past.	
Goal 5: Continue to provide technology leaders (both curricular and technical) in our district.				
Identify potential teacher leaders in the area of technology and encourage their attendance at TIF (Technology Integrator Forums) and CSLO workshops	N/A	Director of Technology Director of Instruction Building Administrators	Ongoing	Teachers presenting new technologies at faculty meetings or department meetings
Key personnel will attend NYSCATE	NYSCATE	All district personnel	Ongoing	At least 2 teachers and Director of Technology attend NYSCATE
Director of Technology will remain an active member of the Erie 2 BOCES Technology Consortium	Various technology workshops and conferences			Director of Technology attends 95% of the Erie 2 BOCES Technology Consortium meetings
All teachers will share new integration ideas gained from various conferences and literature/Internet with the Director of Technology and each other	Educational literature and the Internet			New integration ideas and website resources were presented at the monthly faculty meetings

